

(January to March, 1928.
(April to July, 1928, overseas.)

Parents' National Educational Union.

The Parents' Union School.

(Address : THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto : "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and
good literature."—(DEAN COLLET.)

FORM II. (A and B).

PUPILS' NAMES

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Bible Lessons.

The Bible text must be read and narrated without interruption.

A & B I. Suitable parts from the First Book of *Samuel*
(Bible text) chapters 9-26, 31 ; II. *Samuel*, chapter 1.

II. *St. Matthew's Gospel*, chapters 9-21. Teacher study
lessons viii.-xv. of Paterson Smyth (Sampson Low, 1/6),
to bring the passage home to the children, adding com-
ments if necessary.

Sunday Reading (optional) :

A & B (a) *The Children's Year* (Church Seasons), by the Rev.
G. A. Oakley (S.P.C.K., 3/6). (b) *S.P.C.K. Bible Atlas*
(1/-). (c) *Helps to the Study of the Bible* (Oxford
Press, 3/6).

A (d) *The Red Book of Heroes*, by Mrs. Lang (Longmans,
5/-). (e) *Unbeaten Tracks in Japan*. by Mrs. Bishop
(Murray, 2/6).

B (d) *St. Elizabeth of Hungary*, by W. Canton (Harrap,
2/6). (e) *Wigwam Stories*, by M. J. Judd (Ginn, 4/-).
(f) *King Khama*, by F. Allshorn (S.P.C.K., 2d.).

† The 110th term of work set since the Parents' Union School began.

Sunday occupations :

- A *The Book of Centuries*. (Notes by Miss Bernau, P.N.E.U. Office, 4d.).
For private daily Bible reading children may use *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Norgate, 2/6), or, *Lectiones* (Spottiswoode, 1d. each, 1928). For hymns : *The Church and School Hymnal* (S.P.C.K., 1/6, or with music, 3/6). *Daily Prayers for Schools : Jubilate Deo*, by L. James (Oxford Press, 1/-).

Writing.

- A & B *A New Handwriting** (is not script; very important), by M. M. Bridges (P.N.E.U. Office, 5d. a card); teacher to study instructions (6d.): practise card 3. Transcribe, with card 6 as model, some of your favourite passages from Shakespeare's *King Lear*, or from Poetry Books set. Two perfectly written lines every day.

Dictation.

- A & B Two pages at a time to be prepared carefully, then a paragraph from one of these pages to be written from dictation, or, occasionally, from memory. Use the books set for reading and natural history. Words not known to be visualized (see *Home Education*, pp. 240-243).

Composition (written or oral narration daily after each lesson).

- A (a) Stories from Plutarch, Shakespeare and Scott, (b) accounts of events of the day, etc. Verses on travel and adventure, etc., in the metres of poems read.
B Stories from the term's reading. Children in B who cannot write easily may narrate part.

English Grammar (see N.B. 3.)

- Parse and point out Subjects, Verbs, Objects, every week, making progress each term.
A & B *The Parts of Speech and their Uses*,* by H. W. Household (Macmillan, 1/9). (A), pp. 40-61. (B), pp. 3-14.
A or, (2nd year, for quick revision), *A New English Grammar*,* by R. B. Morgan (Murray, 2/-), pp. 11-40, with additional exercises from *Exercises in English Grammar*,* by R. B. Morgan (Murray, 1/9), or continue.

English History.

- A & B *A History of England*,* by H. O. Arnold-Forster (Cassell, 8/6), chapters 48-54, inclusive, pp. 398-494 (1603-1649), (II. B, omit chapters 49 and 50).
Teacher will find useful Quennell's *A History of Everyday Things in England*, Part V. (1600-1699), (Batsford, 3/-).
Take the *Home and Classroom* section of *The Times*: order direct from *Times Office* (6/- yearly).

French History.

- A & B *A First History of France*,* by L. Creighton (Longmans, 5/-), pp. 190-201 (1603-1649).

General History.

- A *The Ancient World*,* by A. Malet (Hodder & Stoughton, 3/6), pp. 58-81.
Keep a Book of Centuries (P.N.E.U. Office, 1/9, or, better, 2/6, see notes by Miss Bernau, 4d.), putting in illustrations from all the history studied during the term (Bible, English, French, General).
Visit The British Museum or local museum: *Babylonia and Assyria*,* by D. A. Mackenzie (Blackie, 1/3), pp. 29-57. *British Museum Guide to the Babylonian and Assyrian Antiquities* (Oxford Press, 2/6); British Museum Postcards, series 37-39 (Oxford Press, 1/- each).

Citizenship.

- A North's Plutarch's *Lives: Paulus Æmilius* (Cambridge Press, 3/6), pp. 48-98. Smith's *Classical Dictionary* (Dent, 2/6). *Classical Atlas*, (Dent, 2/6). *The Citizen Reader*,* by H. O. Arnold-Forster (Cassell, 2/6), chapters 4-7, 1926 edition.
B *Stories from the History of Rome*,* by Mrs. Beesly (Macmillan, 2/6), pp. 62-129.

Geography.

- "Ambleside" map questions to be answered from map before each lesson; then reading and narration; memory sketch maps. All Geography to be learnt with atlas. Philips' *Modern School Atlas of Physical, Political and Commercial Geography** (7/6): ten minutes' exercise on map of the world every week; know something about foreign places noticed in the current newspapers (see under History).
A & B *Asia*, by N. B. Allen (Ginn, 4/6), pp. 339-433 (Ceylon, etc., Japan), or, *The Counties of England, Ambleside Geography Book III.** (Kegan Paul, 4/-), pp. 157-198.
Round the Empire,* by Sir George Parkin (Cassell, 2/6), pp. 151-179.
A *Our Sea Power*,* by H. W. Household (Macmillan, 2/-), pp. 138-159.

Natural History,¹ etc.

- A *Life and Her Children*,* by Arabella Buckley (Macmillan, 6/-), pp. 1-32.
B Kingsley's *Madam How and Lady Why** (Macmillan, 4/6, or, Dent, 2/-), chapters 8 and 9.

¹ Overseas members see special leaflet.

A & B *The Sciences*,* by E. S. Holden (Ginn & Co., 3/9), pp. 185-224: children should make experiments where possible. Or, (2nd year in II.A), *The Mysterious Ocean of Æther*, by C. R. Gibson (Blackie, 1/3), pp. 40-73. *Easy Experiments in Science*, by H. McKay (Oxford Press, 1/6), may be used.

Keep a Nature Note-book (P.N.E.U. Office, 5d.; see *Home Education*, pp. 54, 55). Make special out-door studies according to the season and climate, with drawings and notes, e.g., seedlings, tree studies (buds, growth, bark), star studies. *Countryside Rambles*, by W. S. Furneaux (Philips, 2/6), and *Stars at a Glance* (Philip, 1/6), may be used.

Picture Study.

A & B Reproductions* of six pictures by Van Eyck (P.N.E.U. Office, 2/-). See Notes for teachers in the January *Parents' Review*, also *Home Education*, pp. 307-311.

French 2 (see N.B. 3).

A & B *Cours de Français, Méthode Orale*,* Book 2, by F. Thémoin (Hachette, 2/6), (A) pp. 40-50, (B) pp. 1-14; or, more advanced: *Nouveaux Pas en Français*,* by M. Chapuzet and W. Daniels (Harrap, 2/6), Lessons 6-10. Optional (for narration), *La Petite Charité* (Blackie, 6d.).

Teacher will find useful for conversation *French Oral Practice*, by C. H. Leather (Dent, 1/9).

Recueil de Poèmes,* Vol. I., by J. Molmy (Blackie, 6d.).

Latin (see N.B. 3).

A *A Latin Book for Beginners*,* by M. C. Gardner, M.A. (Oxford Press, 1/6), Term I.

Arithmetic (see N.B. 3).

Teacher should use *The Teaching of Mathematics*, by I. Stephens (P.N.E.U. Office, 4d.).

A *A New Junior Arithmetic*,* by H. Bompas Smith (Methuen, 2/6), pp. 150-166. Revise Tables.

B *A New Junior Arithmetic*,* pp. 67-84, or, continue.

A & B Much care with tables and rapid oral work. For additional examples see Ballard's *Fundamental Arithmetic* (University of London Press), Teacher's Books II. (2/-), III. (2/3), IV. (2/3). Pupil's books may also be had.

Important: to be read in leisure time: *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9).

² Schools may substitute the national language.

Geometry or Algebra (2nd year in II.A). (See N.B. 3.)

(a) *A Shorter School Geometry*,* by H. S. Hall and F. H. Stevens (Macmillan, 2/6), Part I., pp. 1-13; or, (b) *A School Algebra*,* by H. S. Hall (Macmillan, 3/6), pp. 1-4, 7, 13-15. *The School Set of Mathematical Instruments* (Macmillan, 1/6).

Drawing.

Teacher should consult: *Drawing, Design and Craft-work*, by F. J. Glass (Batsford, 12/-). Twigs in brush-drawing. Studies of common household objects. Original brushdrawings from scenes in books set for reading. Memory drawings. Paint-box with specially chosen brush and colours (P.N.E.U. Office, 2/6)*: pencil should not be much used. Join the P.U.S. Portfolio (Miss Allen, c/o P.N.E.U. Office).

Recitations.

A & B (a) Two suitable passages of about twelve verses each from *I. Samuel*, e.g., chapter 16, and from *St. Matthew's Gospel*, e.g., ch. 13, (b) Psalm 72, (c) an Easter hymn, and (d) one of the following:—a scene from Shakespeare's *King Lear*; fifty lines from *Lyra Heroica** (Macmillan, 3/6); two poems from *The Way of Poetry*, an anthology, compiled by J. Drinkwater (Collins, 2/6); or from *Historical Lyrics and Ballads after 1485* (Blackie, 1/-).

Reading (including holiday and evening reading).

A & B Books set for Geography, History and Recitations should afford exercise in careful reading. Some new words to be visualized every day.

Shakespeare's *King Lear** (Blackie; Plaintext Edition, 6d.). *Don Quixote*. (Oxford Press, 1/3).

A Scott's *Woodstock** (Nelson, 1/6). Bulfinch's *Age of Fable** (Dent, 2/-), pp. 39-68.

B *The Heroes of Asgard*,* by A. & E. Keary (Macmillan, 3/6), chapters 7, 8, 9; Marryat's *The Children of the New Forest* (Blackie, 1/6).

Musical Appreciation.

Wagner, see *The Term's Music*, by C. H. Glover (Kegan Paul, 4/6), and under "Our Work" (January P.R.).

Music.

(a) Continue *Child Pianist* (Curwen & Son); teacher using the *Teacher's Guide* (revised edition, 7/6); or, (b) use Beringer's *Pianoforte Tutor* (Bosworth, 3/6 complete, or in 2 parts, 2/- each), with *An Introduction to Music*, by H. E. Piggott (Dent, 3/6).

Singing.

The National Song Book, edited by C. V. Stanford (Boosey & Co., words and voice parts 2/- each,* complete with music 6/-). Unaccompanied singing: three songs from *A Book of British Song*, edited and arranged by Cecil Sharp (Murray, 2/-), and see *On Music Teaching*, by W. H. Leslie (P.N.E.U., 6d.). Three French songs: *Folk-Songs of France*, Book 1 (Novello, 2/-). *Fifty Steps in Sight-Singing*, by Arthur Somervell, steps 17 and 18 (Curwen & Son, 2/6): *Exercises for Pupils* (9d. a set). Teacher use also *Ten Minutes' Lessons in Sight-Singing*, lessons 35-37 (Curwen, 3/-).

Drill.

Board of Education Syllabus of Physical Training for Schools, 1919 (Eyre & Spottiswoode, 1/6): take six consecutive tables. *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. *Children's Singing Games*, by A. Gomme & Cecil Sharp, Set 1 (Novello, 1/-). *Scandinavian Dances*, Series II. (Ling Association, 11d.). Ex-Students take *House of Education Drills*. Teacher may find useful *How to Teach School Dances* (Evans, 4/6). Hockey, Net Ball.

Work.

Teacher should consult: *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

Help in house or garden. *Gardening for Children*, by J. Gwynn (Harrap, 2/6). Sloyd: *Cardboard Modelling*, by C. W. D. Boxall (Charles, 2/6): make four models: (Materials from Philip & Tacey Ltd., Fulham, London, S.W. 6.), Ambleside students take *House of Education Models*. *Constructive and Decorative Stitchery*, by L. G. Foster (3/6). Make knitted and crochet toys (Weldon's No. 491, Vol. 41, 3d.). Boys and girls mend clothes from the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. Help the "Save the Children Fund," address: 24 Langham Street, London, W.1.

N.B. 1.—In home schoolrooms where there are children in A as well as in B both Forms may work together, doing the work of A or B as they are able, but more work must be expected from A. Children should be two years in II.A (average ages, 10 and 11).

N.B. 2.—For methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/- (P.N.E.U. Office).

N.B. 3.—In grammar (English and foreign) and in mathematics there must be no gaps. Pupils must go on from where they left off, but they will be handicapped in the future unless they can do the work set for the Form.

N.B. 4.—Each pupil should have a copy of the books, etc., marked * and a set of the Pictures and materials. One copy of the other books is sufficient. The books from "Drawing" onwards are [advisable but optional. The work of the Programmes cannot be fully carried out unless each child keeps a Nature Note Book and a Century Book.

N.B. 5.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 6.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age; also that provision is made for holiday and evening reading, occupations and hobbies.

N.B. 7.—The current Programmes are for Members of the School only and must not be lent. Specimen copies of old Programmes can be obtained by members from the Director, Parents' Union School, Ambleside.

N.B. 8.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto, 5½d. each, and Cambridge paper for Examination, 1/- for 4 quires (not less) single, double lines and squares; special clipped book post envelopes, 4d. for 3. Drawing paper, 20 sheets for 6d. Drawing Books, painting paper (9d.). The School Badge (silver, 4/-, metal, 9d.). Book Plates, gummed and ungummed (2½ for 6d.). School Hat Band (2/3), and Ribbon (2 inches wide 2/2 a yard, ½ inch wide, 1/3). Boys' Belts, 2/-. Ties (1/3 cotton, 3/3 and 2/6 silk). P.U.S. Monogram Badges (8½d.) for boys' and girls' caps. Badges stencilled in washing colours on pale blue linen may also be obtained (4½d. unmounted, 6d. mounted). P.U.S. Prayer and Hymn (1d.).

N.B. 9.—All letters about the School and Programmes, except book orders, should be sent to The Director, Parents' Union School, Ambleside, Westmorland. Members are asked to send the School Fee direct to Ambleside. The P.N.E.U. subscription should be sent to the London Office, also money for books with the enclosed Order Form; orders should be sent as early as possible.

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Motto: "I am, I can, I ought, I will."

FORM II., (A & B).

PUPILS' NAMES.....

.....

Bible Lessons.

- I. A & B 1. Describe the first meeting of Saul with Samuel.
What event followed?
2. (a), "And Jonathan spake good of David unto Saul, his father"; (b), "Wherefore shall he be slain? What hath he done?" Give one story to show how Jonathan pleaded with Saul for David's life.
A 3. Why was Saul rejected from being king over Israel? Describe shortly the event which led to Samuel's rebuke.
- II. A & B 1. Mention four things to which the Kingdom of Heaven is likened. Give one parable in full.
2. Describe the miracle of the loaves and fishes. What does it teach us about God?
A 3. What powers and what commands did our Lord give to the twelve disciples before He sent them forth? What lessons may we learn?

Writing. (Writing is also considered in each answer).

Write A, (four), B, (two), lines of poetry from memory.

Dictation (unprepared) (Spelling is also considered separately in each answer).

- A *The Citizen Reader*, ch. xxxiv., *An Account of the Tribe*,
"I was once . . . he was alive."
B *Madam How and Lady Why*, end of ch. v., "If you laid
your ear . . . thin and old."

Composition.

- A & B 1. Give your favourite scene from one of the following :
(a), *King Lear*, (b), *Don Quixote*, (c), *Woodstock*.
2. Write (a), some verses in the metre of Cowper's
Boadicea (Lyra Heroica), or, (b), in prose, on one
of the following : (a), "Sir Henry Lee," (b),
"Midas," (c), "Rosinante," (d), "Cordelia," (e),
Earl Haig.

English Grammar.

- A 1. Analyse, parsing the words in italics,—
"The lamps now *glitter* down the street ;
Faintly sound the *falling* feet ;
And the blue even slowly falls
About the garden trees and wall."
2. Name and give examples of four kinds of Pronouns.
Make sentences containing one of each kind.
3. Make sentences, using the following words as objects,—
engine, him, donkeys, those, James.
or, 2. Give three sentences containing Verbal Nouns, and
three containing Verbal Adjectives.
3. Make up a sentence which expresses a command, and
analyse it.
B 1. Pick out the verbs and nouns in the verse above.
Which is the subject of each sentence ?
2. Make two sentences with transitive verbs and two with
intransitive.

English History.

- A & B 1. What three events of great importance to our country
took place in the reign of James I. ? Write about
one of them.
2. What do you know of the Pilgrim Fathers and their
settlement in America ?
3. Give an account of the struggle between Charles I.
and his Parliament.
A 4. What difference did the voyages of the bold sailors in
Tudor times make to life in England ?

French History.

- A & B 1. What do you know of two of the following,—(a),
Cardinal Richelieu, (b), the taking of La Rochelle,
(c), the Fronde, (d), St. Vincent de Paul ?

General History

- A 1. What do you know of the Phoenicians and the im-
portant part they played in the ancient world ?
2. What do you know of two of the following,—(a), the
fierce warrior kings of Assyria, (b), Semiramis, (c),
the Assyrian flight from Jerusalem ?

Citizenship.

- A 1. Describe (a), how Perseus was betrayed by Oroandes,
yielded himself to the Romans and was brought
before Æmilius, or, (b), the triumph which the
Romans gave in honour of Paulus Æmilius.
2. How are laws made ? Explain fully.
B 1. Tell the story of the taking of Rome.

Geography

- A 1. Give a rough sketch map showing the Japanese Empire,
putting in its boundaries and chief towns. Describe
a journey from Yokohama to Tokyo, and the life in
a Japanese city.
2. What four provinces are included in the Union of S.
Africa ? Give some account of one, and describe one
of the important industries of S. Africa.
3. Give some account, with a plan, of the battle of Cape
St. Vincent.
or, A & B 1. Give a map of Norfolk, putting in the boundaries,
chief towns and rivers. Write a short description
of the county, and tell how the farmers manage the
land.
B 1. Where are the following,—Siam, Burma, Formosa,
Korea ? Tell what you can about one of them.
2. Where is Queensland ? What do you know of (a), its
products, (b), Mount Morgau, (c), the Barrier Reef ?

Natural History.

- A 1. Describe, with drawings, the following,—thread-slime,
the night-glow, the miliolite, the sun-slime.
2. Describe, with a diagram, the formation of a volcano.
(Second Year in II.A only.)
or, 2. What do you know of the discovery of X rays and the
uses to which they are put ?
B 1. Describe (a), the bottom of the sea, or, (b), how
mountains are made.
2. How is a coral reef formed ? What would you see if
you went to a "ring island" ?

Picture Study.

Describe one of the sections of "The Adoration of the
Lamb," by Van Eyck.

French.

- A 1. Describe in French, (a), L'Intérieur de la Maison de
M. Duclos, or, (b), a visit to a dressmaker.
2. Make French sentences, using the French for the
following,—they run, I prefer, we think, we drink,
he wishes,
or, 2. Give an account of "The Vengeance of an Elephant,"
using the Imperfect Indicative tense.

- B 1. (Oral.) Say all you can in French about the picture on p. 14 (Thémoin).
 2. (Written.) Write six French sentences describing how you would lay the table for breakfast.

Latin.

- A 1. (1) Decline the singular of "ager magnus." (2) Write the Present Tense of "rego."
 2. Translate (1) The boy sees many monkeys. (2) The famous sailors are in the little cottage. (3) He gives supper to the parrot.
 3. Translate § 12 (b), "Luci . . . manet." (2) Read the Latin of this and write a narration.

Arithmetic.

- A 1. A man bought oranges at 1d. each, and sold them at 7 for 1/-. What did he gain by selling 252?
 2. A boy had 50 marbles. He first lost 10% of these, then 20% of the remainder. How many were left?
 3. 18 men take $5\frac{1}{2}$ days to do a piece of work. How long would it take 11 men to do it?
 B 1. A boy spent in one shop 1 f. 25 cm., in another 3 f. 50 cm., and in a third 2 f. 75 cm. How much did he spend altogether?
 2. It took 63 planks to make a platform. Each was 2.36 m. long. How far would they have stretched had they been put end to end?
 3. Express approximately as the decimals of £1 (i.) $4\frac{1}{2}$, (ii.) $7\frac{3}{4}$.

Geometry.

1. Say what each of the following are, and make a figure for each,—a diameter, an arc, an acute angle, adjacent angles.
 2. (i.) Make a diagram of a clock face. (ii.) Through how many degrees does the minute-hand go in 10 minutes, in 25 minutes, in 1 hour, in 1 minute?

Algebra.

1. The quantity x is to be subtracted from the quantity y , and the result added to z . (i.) Express this algebraically. (ii.) If $x=20$, $y=24$, $z=26$, what would be the result?
 2. If $a=3$, $b=4$, $c=5$, find the values of (i.) abc , (ii.) $2ab$, (iii.) $\frac{5a}{c}$ (iv.) $\frac{12abc}{5b}$

Drawing (with brush and in colour.)

1. An original illustration for a scene in *Woodstock*, or, *Don Quixote*.
 2. Two kinds of twigs or spring wild flowers (from nature).

Musical Appreciation.

What music by Wagner have you heard this term? Say what you can about one of his operas.

Recitations.*

Father to choose a hymn, a poem, or a scene from *King Lear*, and two passages from the Bible Lessons.

Reading.*

Father to choose unseen passage.

Music.*

Examine in work done and report progress.

Singing.*

Father to choose an English and a French song, and two tonic sol-fa exercises.

Drill.*

Drill, before parents.

Work.*

Outside friend to examine, but list of handicrafts completed to appear in *Parents' Report*.

N.B. 1.—Examination to begin on Monday, March 26th. Papers to be posted on Saturday, March 31st, with no other enclosure.

N.B. 2.—Subjects thus indicated (*) to be marked on the *Parents' or Teacher's Report* according to Regulations, and marks to be added up. For scale of values see head of Report Form.

N.B. 3.—Please note carefully (a) the amount of written work expected in Form II.B, (b), the Regulations as to the number of papers to be sent in by Schools.

N.B. 4.—Members are asked to state on the *Parents' or Teachers' Report Form* (a), how the pupil has worked during the term; (b), if there has been any handicap on account of illness during the term; (c), the reason for the omission of subjects in the examination.